

INSPECTION REPORT

Doncaster School for the Deaf

Doncaster

LEA area: Doncaster

Unique reference number: 106818

Interim manager pending the appointment of a permanent headteacher; Mr David Muir

Lead inspector: Alan Tattersall

Dates of inspection: 13th -15th June 2005

Inspection number: 272993

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Independent
Age range of pupils: 5-16
Gender of pupils: Mixed
Number on roll: 33

School address: Leger Way
Doncaster
South Yorkshire
Postcode: DN2 6AY

Telephone number: 01302 386733
Fax number: 01302 361808

Appropriate authority: Governing body
Name of chair of Mr Gavin Baldwin
governors:

Date of previous February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Doncaster School for the Deaf is an independent school for boys and girls aged 5 to 16 with hearing impairments. Currently 33 pupils attend. Nine pupils board from Monday to Friday and the school looks after two pupils on a 52-week placement. Pupils have a range of hearing difficulties and a very high proportion have significant additional special educational needs; eleven have social, emotional and behaviour difficulties (SEBD), four have moderate learning difficulties, three have severe learning difficulties, two have visual impairment and one pupil has physical impairment. The school maintains a small Education Management Unit to support pupils with significant SEBD. There are two pupils from ethnic minorities with English as their first language. All pupils are disapplied from studying a modern foreign language. Pupils come mainly from Doncaster and neighbouring areas.

The school has changed a great deal since it was inspected in 1999 and is smaller since being separated from the college, with each now having separate managers and governing bodies. The school has established a day nursery for local children but this was not subject to this inspection. The college was inspected in November 2004. The trustees of the Doncaster Deaf Trust are in overarching control of the school's board of governors, which includes three trustees, and are a committee established with specific delegated authority. As pupil numbers declined, the school has considered closing. The headteacher retired in December 2004. The deputy headteacher was made interim acting headteacher until 31st March 2005 but is currently absent. The trustees commissioned an independent review in November 2004 and as a result have engaged an interim manager and intend to make a permanent appointment. Five governors, including the chair, resigned on 5th May 2005,

leaving five governors, including the three trustee members. The governors continue to operate under a new chair and are recruiting new members. A high proportion of teaching staff are temporary or unqualified, but the school is having very recent success in making appointments of qualified teachers of the deaf to lead specialist subjects to begin work in September 2005.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|--|
| 20466 | Alan Tattersall | Lead inspector | Design and technology Music Physical education |
| 10329 | Brian Sampson | Lay inspector | |
| 32217 | Elaine Cole | Team inspector | Science Geography History Personal, social and health and citizenship education |
| 30071 | John Pearson | Team inspector | Mathematics Information and communication technology |
| 18461 | Vanessa Wilkinson | Team inspector | English Art and design Religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Despite very recent improvements, currently, the school's overall effectiveness is **unsatisfactory** and it does not provide an acceptable standard of education for its pupils. Leadership, management, and governance are all unsatisfactory. As a result, many aspects of the school's work are unsatisfactory including teaching, learning, pupils' achievement, and the curriculum. Value for money is unsatisfactory.

The school's main strengths and weaknesses are:

- Achievement is good in mathematics and information and communication technology (ICT).
- Pupils' behaviour and their personal, social and moral development are unsatisfactory.
- Very recent action by the trustees and the interim manager is beginning to secure progress and provide the vision for how the school should develop.
- Arrangements to ensure pupils' care, health, and safety are good.
- The unsatisfactory curriculum and assessment for most subjects leads to pupils' achievement overall being unsatisfactory.
- Residential provision makes a good contribution to pupils' learning.
- The current communication system for deaf pupils is not effective and this limits the development of their language.
- There is not a clear plan for providing for the range of special educational needs of pupils that the school will admit.
- Parents have not received sufficient information from the school.

Progress since the last inspection is poor. The school has stagnated and nearly all the issues that were evident remain. These include an unsatisfactory curriculum, assessment, and failure to meet statutory requirements. Management has remained ineffective.

In accordance with section 13(7) of the School Inspection Act 1996, I am of the opinion, and HMCI agrees that special measures are required in relation to this school.

STANDARDS ACHIEVED

| Pupils' achievement at the end of: | in relation to individual targets in: | |
|------------------------------------|---------------------------------------|-------------------------------|
| | Subjects of the curriculum | personal and social education |
| Year 6 | Unsatisfactory | Unsatisfactory |
| Year 9 | Unsatisfactory | Unsatisfactory |
| Year 11 | Unsatisfactory | Unsatisfactory |

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

The achievement of pupils is **unsatisfactory** overall. Achievement is satisfactory in religious education and physical education but unsatisfactory in English, science, personal, social and health education (PSHE), and citizenship. Pupils' attitudes to learning are satisfactory but behaviour and the systems for improvement although improving, are unsatisfactory. The rate of exclusion of pupils from school has been high but has reduced recently. There are satisfactory arrangements to develop pupils' spiritual and cultural awareness but unsatisfactory provision to develop their social and moral awareness.

QUALITY OF EDUCATION

The quality of education is **unsatisfactory**. Teaching and learning are good in mathematics and ICT but this is not the case in other subjects because an unsatisfactory curriculum and ineffective assessment adversely affect what pupils learn. Teaching is unsatisfactory in English, PSHE, and citizenship. In religious and physical education, teaching and learning is satisfactory. Specialist accommodation is very good. The high, but reducing, number of temporary teachers, who are inexperienced with deaf pupils, has a negative impact on the progress that pupils make. This affects adversely the strategy for communicating with pupils and the use of aids to hearing. Not all pupils up to the end of Year 9 receive music lessons. There are satisfactory links with parents, other schools and colleges and good links with the community to provide satisfactory opportunities to enrich the curriculum. The school ensures that pupils work in a safe environment and receive satisfactory support and guidance. The newly formed school council is beginning to give pupils a voice in the school. The school has not provided parents with enough information and as such does not meet statutory requirements.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. Senior managers have not evaluated the standards in school or acted to ensure high quality teaching and learning for pupils to achieve more. Lack of management of the curriculum has led to its being unsatisfactory. The trustees' recent, decisive action to obtain a professional review has been successful to provide options for them to plan the school's future. The interim manager they engaged is making rapid improvements and providing the school with a vision. His very recent draft action plan to rectify major issues is a positive step, but lacks the necessary detail to aid implementation. The future direction and the methodology to use with deaf children are not fully established. Governors have not fulfilled their statutory duties, questioned the management, or determined the school's strengths and weaknesses. However, the largely new governing body is beginning to address issues and to take more responsibility for the financial consequences of decisions that are taken.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents consider that the school is satisfactory overall and staff expect pupils to work hard. However they feel that until recently, they were not consulted or well enough informed about their children's progress and a few had concerns about pupils' behaviour. They want more homework.

Pupils like physical education lessons and being with their friends. They want the school to admit more children and several expressed concerns about behaviour and bullying.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- To clarify and prepare for the range of the special educational needs of pupils that it admits and employ an effective methodology to teach deaf children.
- Ensure effective leadership and management by appointing a permanent leader for the school who has the vision and the skills to lead developments particularly in;
- Pupils' achievement, teaching, assessment, learning and the curriculum.
- Systems to improve pupils' behaviour and their spiritual, moral, social and cultural development and eliminate any bullying and harassment.
- To establish effective management within the school of all areas of the curriculum.
- Ensure that governance is effective, fulfilling statutory duties.

and, to meet statutory requirements:

- Ensure that all pupils have the required lessons in music.
- Governors should check on all procedures, including race equality and race relations. They should ensure that all parents are consulted and receive full annual and prospectus information about attendance, the school's results, its special educational needs policy, the provision and rights to opt out of religious education, assemblies and sex and relationships education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **unsatisfactory**.

Main strengths and weaknesses

- Since the last inspection, the school has not taken effective action to improve achievement.
- Weaknesses in communication systems adversely affect pupils' achievement.
- Pupils achieve well in mathematics and ICT.
- The school does not provide sufficient support for to improve pupils' achievement in personal and social education.

Commentary

1. Although standards of achievement were low at the last inspection, there has been a further deterioration in pupils' achievement overall. There have been no targets set for pupils to achieve in Entry Level or GCSE and there is insufficient gathering of information on pupils' achievements to determine how successful the school has been. There is very little evidence available to judge pupils' achievement over time in most subjects other than to determine that it is unsatisfactory. As a result, pupils achieve only moderate success in Entry Level examinations at the end of Year 11 and a few pupils have opportunities to achieve GCSE.
2. In English, because of the very strong bias towards pupils communicating, their achievement in speaking and listening is satisfactory. However, achievement is restricted because there are weaknesses in staff expertise, particularly among temporary staff, in signing and developing adequate techniques that match the range of pupils' appropriate and preferred means of communication. Although another aspect that is also subject to very recent action for improvement, the lack of sufficient planning to specifically meet the needs of those pupils who can hear also reduces their success.
3. Pupils' achievement in reading and writing is unsatisfactory. This is because teachers do not plan effectively to guide pupils to build up skills and learn 'rules' systematically. For instance, pupils in Year 9 encounter new vocabulary when talking about the characters in their reading book, 'Treasure Island'. Although the teacher was able to clarify their understanding so they were able to complete a worksheet correctly, there is no overall approach to expanding pupils' vocabulary. Similarly, pupils miss out on the opportunity to gain further knowledge of language during many activities. Although pupils have opportunities to write, the language structure required for written work is not always promoted effectively for pupils to make sufficient progress.
4. Achievement in religious education is satisfactory. Pupils' interest in the work that they receive is an important factor in their good achievement in mathematics and ICT. Records show that they have gained skills systematically and consequently the work that they have produced over time shows that they have achieved consistently well. There are no discernible differences between the achievement of different groups of boys and girls or from pupils from ethnic minorities. Although pupils who have additional

special educational needs make the same progress as others, this means that they make unsatisfactory progress.

5. The development of pupils' personal and social skills should be an important part of their everyday learning. However, what pupils learn does not meet their needs and, overall, their achievement is unsatisfactory. The lack of sufficient emphasis upon improving pupils' personal and social skills has meant that pupils have insufficient opportunities to improve and as a result, has had a detrimental effect on their achievement. In science, although pupils may be achieving well in lessons currently, there are gaps in pupils learning such that their achievement over time is unsatisfactory. Similarly in physical education because of weakness in the curriculum, they have not followed a systematic programme of learning in all the aspects of the subject during their time in school to make better than satisfactory progress overall. However, their achievement is good in swimming and in sporting competitions with other schools because these parts of the physical education curriculum are more firmly established to ensure their achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **satisfactory**. Behaviour and personal qualities are **unsatisfactory**. Attendance is **satisfactory**. Pupils' spiritual, moral and social and cultural development is **unsatisfactory** overall.

Main strengths and weaknesses

- Pupils develop positive attitudes in effectively planned lessons.
- The school's systems have not prevented many pupils exhibiting unacceptable behaviour.
- There is a well-ordered community in the residence.
- Pupils do not have sufficient respect for the feelings, values, and beliefs of others.
- The school has effective systems to promote attendance.

Commentary

6. Where teaching is effective, pupils have positive attitudes, show enthusiasm for learning and are proud of their achievements. When work is appropriately matched to pupils' individual needs they remain focused and achieve well. In mathematics, older pupils show respect towards the teacher and their very good attitudes and behaviour create a positive learning environment. Where teachers do not have strategies to engage the most difficult pupils or do not ensure the work is sufficiently challenging, pupils lose interest, cause disruption, and less work is completed. There are several reasons for the incidents of pupils' unacceptable behaviour. Among these is the change in pupil population to include a significant number of pupils with complex behavioural and emotional difficulties. This has affected the balance in the school. Numerous changes in staffing and unsatisfactory provision for developing the pupils' personal and social skills are also significant. As a result, although improvements are being implemented, staff are not always well equipped to manage the challenging behaviour of some pupils.
7. There has been a decline in the standards of pupils' attitudes and behaviour since the last inspection. Until very recent initiatives reversed the trend, there was a significant increase in incidents of verbal and physical abuse, threatening behaviour, and the need for physical intervention by staff. The number of both fixed term and permanent exclusions are high for a school of this size. The school has recently negotiated a move into the college for one pupil in order to avoid long term disaffection and permanent

exclusion. This is a positive way forward. A number of pupils and parents think that pupils do not behave well and that there is bullying and harassment by other pupils in school. It is unclear how the school's system for monitoring pupils' behaviour is used to influence education and behaviour targets. Little evidence was seen during the inspection of teachers using pupils' individual targets to guide their learning, behaviour, social or personal development. As a consequence, several pupils are not focused on developing their own independent learning adequately. There has been a very high rate of pupil exclusion from school and this reflects a similar rate of recorded incidents of physical interventions. Although still high, the rate of incidents are reducing as the school implements with the interim manager, better guidance and improvements to the techniques that staff use to manage pupils' behaviour.

8. In response to the concerns about behaviour, a new draft behaviour management policy has been written and all the school and care staff have received training in promoting positive behaviour. The intention is to create a consistent whole-school approach towards managing behaviour that is less confrontational. There has not been the time for this policy to be fully implemented or become embedded in practice. The school is also reviewing the role of the Educational Management Unit. Proposals include changing the philosophy to make the unit more inclusive and to use it as an additional facility for behavioural support.

9. Pupils who are resident at school are given good opportunities to make choices and increase their independence. Older pupils, following road safety training, go out of the school for instance, to shop or go to the cinema unaccompanied. The recently formed school council has provided a forum for pupils' views to be considered when making changes in school. Although in its early days, pupils have been given the opportunity to share some of the changes that they would like to see happen, including the re-introduction of lockers and more activities at lunchtime.

10. Spiritual, moral, social and cultural development is unsatisfactory and standards have also fallen since the previous inspection. Weaknesses in the school's management of pupils' behaviour, lack of suitable provision for their personal and social education and ineffective systems to ensure that pupils respect each other contribute to their social and moral development being unsatisfactory. Pupils' spiritual and cultural development is satisfactory. In assemblies, spiritual awareness is provided by prayer, and a short period of contemplation. Recently, Year 10 pupils have been to York Minster and taken slides of each other's responses to the internal architecture. Pupils appreciate their own local deaf community and support its traditions. Local artists and musicians make regular visits and set up workshops whilst ethnic minority pupils in school discuss their own cultural festivals.

Attendance

Attendance in the latest complete reporting year 2003-2004(%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data: | 6.8 | School data : | 0 |
| National data: | 6.2 | National data: | 1.2 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

11. The school's attendance routine ensures that it compares satisfactorily with similar schools. However, attendance has deteriorated from being good at the previous inspection. Punctuality is satisfactory and pupils arrive at school on time. Pupils are more prompt to lessons because of recent stricter staff intervention.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 31 | 28 | 3 |
| Asian or Asian British – Pakistani | 2 | 0 | 0 |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **unsatisfactory**. The quality of teaching, learning, and the curriculum are unsatisfactory. The school ensures that it cares for pupils' health and safety well. Pupils receive satisfactory support and have satisfactory opportunities to give their views. The school has a satisfactory partnership with parents.

Teaching and learning

Teaching, learning and assessment are **unsatisfactory**.

Main strengths and weaknesses

- Lack of curriculum plans for teachers to follow leads to weaknesses in teaching.
- There are weaknesses in communication methods and hearing technology provided for pupils.
- There are strengths in the teaching of mathematics and ICT.
- Significant weaknesses in assessment have an adverse effect on teaching.
- Teachers have not updated their skills sufficiently.

Commentary

12. Teaching and learning are unsatisfactory overall. The quality of teaching has declined even further since the low standards identified at the last inspection. During the inspection, teaching and learning were satisfactory and often good or very good. However, weaknesses in curriculum planning, and teachers' use of assessment leads to teaching being unsatisfactory overall. For example, although the teaching of science is skilled in lessons, the lack of a suitably laid out programme of work prevents the teacher from planning satisfactorily. Similarly with PSHE and citizenship, there is not enough guidance for what teachers should be including in their lessons throughout the school to enable them to plan for pupils to build upon what they need to learn to improve their social development. The overall effectiveness of teaching is also adversely affected because of the high turnover of staff.

Summary of teaching observed during the inspection in 30 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 7 (23 %) | 7 (23 %) | 16 (54 %) | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The school has to make do with a high proportion of temporary staff and the lack of subject co-ordinators reduces the amount of guidance and support that teachers receive. The impact is particularly evident in terms of communicating with pupils since there are a range of strategies that teachers use to communicate. Those not experienced in working with deaf pupils and some teaching assistants do not always have a distinct procedure to make contributions. For instance, appropriate protocols are not followed consistently when staff speak and sign when they talk to each other in the presence of pupils. Weaknesses exist for instance, when teachers do not ensure that each pupil is aware and understands the contribution of their peers in lessons. Although it is a priority to make improvements and a good start has been made, overall, shortcomings in the methodology to communicate have a significantly negative impact on the quality of teaching and learning and consequently, pupils' achievement.
14. Training has not kept pace with changes in teaching staff or the needs of pupils the school caters for. Consequently in several subjects, lessons do not fully engage pupils' interest. Several pupils throughout the school lose interest and begin to challenge staff and be impolite. Records show that teachers have had considerable difficulty in managing pupils' behaviour. However, teaching and learning are good in mathematics and ICT, where most teachers are experienced and qualified to teach deaf children and the subject leaders have developed good methods of planning to make lessons interesting and relevant to their needs. Pupils respond well to the work because it is closely matched to their needs and consequently they behave well to become involved in their learning.
15. Systems for assessing pupils' achievement and monitoring their progress are unsatisfactory. They do not sufficiently reflect pupils needs and the wide range of abilities in the school and they are not applied consistently. This remains similar to the findings of the last inspection. In several subjects, the school has a limited amount of information about pupils' levels of ability, their progress, and personal development to ensure that they plan work for pupils, which fully reflects the needs of individuals. Without secure and accurate information about achievements teachers are not able to plan to improve pupils' successes or address areas of weakness.
16. In subjects such as English, mathematics and science, teachers assess pupils' work by checking off the skills that pupils have achieved within a list provided by the National Curriculum 'level descriptors'. However, this checklist it is not sufficiently detailed or sophisticated to help teachers plan for what pupils should learn next. However, in mathematics, this recording system is appropriately supported by the assessment materials from a published scheme which gives the teacher accurate information about what a pupil knows and can do. The success of this method of assessment is reflected in the good achievement of pupils in the subject. However, overall, the lack of effective assessment in most subjects means that teachers cannot consider pupils' individual needs sufficiently and consequently, pupils fail to make sufficient progress.

The curriculum

The curriculum is **unsatisfactory** overall. Opportunities for enrichment are **satisfactory**. The provision of accommodation is **good** and resources are **satisfactory**.

Main strengths and weaknesses

- There is not an adequate plan for what pupils will learn during their time in school.
- Suitable planning systems have a positive effect upon pupils' achievement.
- There are satisfactory opportunities for pupils to study for qualifications.
- There is insufficient support for pupils' special educational needs.
- Pupils in the residence have good opportunities to develop leisure skills.
- There are too many temporary and non-specialist teachers.

Commentary

17. The learning opportunities provided for pupils are unsatisfactory, overall. This is similar to the findings of the last inspection and the school's action to make improvements has been poor. The curriculum currently lacks a structure of what will be taught or what is relevant to all pupils and is insufficiently modified to meet the needs of a very diverse population and the work provided for pupils in mixed year group and key stage classes.

18. There are a number of satisfactory subject policies, which contain suitable guidance for teachers but these are not implemented consistently. The curriculum is more clearly detailed in mathematics and ICT, which have well established co-ordinators and clear programmes of work that contributes to pupils succeeding well in those subjects. However, planning for important areas of learning such as PSHE and citizenship education are not secure. Teachers do not have suitable guidance about the experiences they need to provide for pupils for them to progress effectively. In the absence of its own materials, the school does not make enough of available sources such as the subject guidance of the national Qualifications and Curriculum Authority units of work to guide teachers when they plan for pupils to learn. National strategies for literacy are not sufficiently well reflected in the opportunities provided for pupils. All pupils are now taught religious education. This is an improvement since the last inspection but not all of the pupils up to the end of Year 9, have opportunities to learn music, which is unsatisfactory.

19. The curriculum is more secure for older pupils, who study accredited courses, although the range of accreditation available is too narrow. The school offers GCSE in mathematics, art and design, information and communication technology and in design and technology but few pupils are successful at this level of accreditation. The majority of pupils follow Entry Level Certificate courses in science, mathematics and design and technology. There are also opportunities for pupils' learning to be recognised through ASDAN¹ and for them to take the Stage 1 British Sign Language (BSL) examinations. There are opportunities for pupils to receive accreditation through the Assessment and Qualifications Alliance (AQA) in English, mathematics, ICT, food technology, art geography, and careers. The school currently has no definite plans for developing a 14 - 19 curriculum. Pupils do not have enough access to vocational courses and links with Doncaster College are currently limited to occasional placements and participation in 'taster courses,' once pupils have completed their work experience. There are few opportunities for pupils to participate in learning opportunities in local mainstream

¹ . *Award Scheme Development and Accreditation Network*

schools. The programme of careers education and guidance provided by the school is satisfactory and there are well-established and effective links with Connexions.

20. The methodologies used to support pupils who have a hearing loss although held up as being a 'flexible approach to communication', are not consistently responding to individual needs because of the way they are implemented. The interim manager has brought with him a clear philosophy and methodologies for teaching deaf children, which are being shared with staff and reflect current thinking and practice in the teaching of communication. For instance, to clarify and improve how staff should sign. Although there is very recent action to improve support for pupils' hearing, pupils' radio aids were not in operation during the inspection week and staff provided very few reminders to pupils about using or checking their hearing aids.
21. Provision for special educational needs is unsatisfactory. Accommodation and resources to meet the additional needs of pupils include a sensory room, speech and language therapy, physiotherapy and an 'Educational Management Unit' for pupils with challenging behaviour. However, there is not a co-ordinator for pupils' special educational needs and the school does not comply with the recommendations of the Special Educational Needs Code of Practice with regard to the annual review of 'statements' nor does it have a policy for special educational needs. An access plan was not available for scrutiny. IEPs are not drawn up consistently to meet the pupils' requirements. Targets do not consistently address the objectives outlined in pupils' statements and are not always designed to meet the additional needs of individual pupils. IEPs are not reviewed regularly and they do not reflect the additional problems pupils' may have which cannot be addressed through the curriculum and the day to day experiences provided by the school, They are doing little to promote achievement or personal development.
22. The school provides a satisfactory range of learning opportunities for pupils outside the classroom. Pupils visit places of interest and meet visitors to the school who share their experiences with them and they participate with visiting artists such as drummers. They take part in a number of sporting activities with other schools for the deaf and with local mainstream schools and are encouraged to participate in national charity events such as Red Nose Day. These activities help to enrich pupils learning. The opportunities to extend learning are good for pupils in the residence. They are able to take part in a wide range of leisure activities such as the cinema, skating and swimming as well as less strenuous activities which are based at the school. Care staff also provide support for homework and make a significant contribution to pupils' personal development through activities such as independent travel training. However, apart from a few pupils who attend the residence for respite, parents point out that all pupils do not have the opportunity to participate in evening activities.
23. Although the school has very good staffing ratios, the provision of teaching staff is unsatisfactory. Too many of the teachers are temporary and lack qualifications and experience for working with deaf pupils. There are satisfactory arrangements for professional development, though these are not planned systematically to ensure that staff develop all the necessary skills.
24. The school has good accommodation. The building is large, spacious, and very well equipped with specialist facilities such as an audiology department, sports hall, swimming pool, food technology room, science laboratory, and an ICT suite. The premises are well maintained and provide a pleasant learning environment. Resources

to support the curriculum are satisfactory overall, and good for mathematics, ICT, physical education, and music. This is a good improvement since the last inspection.

Care, guidance and support

Pupil's care, welfare, health and safety are **good**. The provision of support, advice, and guidance that pupils receive and the way that the school involves pupils, through seeking, valuing and acting upon their views, are **satisfactory**.

Main strengths and weaknesses

- Procedures to ensure pupils work in a healthy and safe environment including child protection procedures are good.
- Weaknesses in assessment adversely affect the guidance pupils receive.
- Residential pupils are well looked after.
- There are caring, effective induction arrangements for pupils.

Commentary

25. Child protection arrangements are good in school and in the residence. Staff carry out appropriate responsibilities, have received training and manage records correctly. Health and safety procedures are managed very well and ensure that risk assessments are completed for all eventualities. All emergency procedures and equipment checks are carried out. The school has its own nurse and medical room and accident and medicine administration procedures are caring and efficient. The school also has its own educational psychologist, speech therapist and very recently appointed audiologist and makes very good use of other outside professional help. All teaching assistants and care-staff are trained in first aid. There is very good concern to provide pupils with a choice of healthy diet and they receive very good meals.

26. Several pupils are not confident that they always have someone to confide in. However, the interim manager, head of care and school nurse insist that their doors are always open and during the inspection many pupils were witnessed, taking full advantage of this. In addition, residential pupils have their own key worker and regular night staff to turn to. The school's residence had a positive Commission for Social Care Inspection report in March 2005 and has drawn up the required action plan to meet the few outstanding items to improve. Assessment for academic and personal learning is currently ineffective. This reduces the effectiveness of guidance to pupils.

27. Induction to school is caring and efficient. Pupils tend to join at various ages as advised by their local education authority depending upon individual needs. It is welcomed by parents that they can request a home visit. After a trial period of a week or more all parties agree on a place or otherwise. Most pupils retain their 'home-base' social worker. Impartial guidance on further study or career opportunities for pupils of Year 8 onwards is satisfactory. The school has many, effective, local work experience placements and Connexions is involved with careers. The adjoining college for deaf students offers opportunities for to prepare for the next stage of their education but the school makes limited use of this.

28. The recently formed school council has representatives from each year. When interviewed, the pupils said that they were able to contribute ideas such as brightening up the toilets and they can suggest items for shopping and cooking. They knew about IEP targets. However, they expressed their targets as negative behaviour ones, such as

to 'stop swearing, fighting and losing your temper' rather than positive targets in personal development or achievement.

Partnership with parents, other schools and the community

Links with the community are **good**, whilst those with parents and with other schools and colleges are **satisfactory**.

Main strengths and weaknesses

- Inadequate information weakens links with parents.
- Links with local business and industry are utilised well.
- Transfer to the next stage in pupils' learning is caring and efficient.
- Although limited, the links with colleges supports pupils' transfer to further education.

Commentary

29. Parents are supportive of the school and consider that the settling in arrangements are good and that staff expect pupils to work hard. Links with parents are improving and several were pleased with the improvements implemented by and the response received from the interim manager and have an open door to him and to staff. However, the school has not informed parents sufficiently in the past and several consider that they were not kept well enough informed of their child's progress and confirm that the school's provision of information to parents is unsatisfactory. This represents a decline since the previous inspection. It is unsatisfactory that there was no governors' report last year, the present prospectus does not contain all statutory information and parents have not been informed or consulted about policies or their rights for withdrawal from aspects of education for example, religious education. The school is well aware of these deficiencies. There are annual review reports to parents but these are inconsistent in the quality of information they provide about their children's progress. The interim manager has made a good start to improve the information provided for parents and has initiated regular, personal, letters to all parents about current developments and these are well appreciated.

30. The school allows for parents to have a satisfactory involvement in their children's education although they and their children would like more homework. Due to the long distances travelled by many pupils it is very difficult for parents to come into school regularly. However, many do attend their child's reviews and at home some parents do help with homework or communication. Staff appreciate the good contact that they have with many parents by telephone.

31. Although the school has clear and concise complaints procedures, parents have reported being aggrieved that, prior to the current leadership, their complaints were not acknowledged or dealt with appropriately. However, the school is now taking the initiative by sending out questionnaires for parents' suggestions and views and intends that responses to these will be acted upon.

32. Successful community links benefit the pupils learning. For instance, the local vicar comes in regularly and talks to classes and there are regular donations from a local sports club. The school also benefits the community since its facilities are used by local amateur dramatics clubs, the chamber of commerce and the Open University.

33. There are few links with other schools and colleges. Currently one pupil receives some lessons at a local primary school and Year 10 pupils take part in self-confidence building activities with mainstream secondary pupils on a converted narrow boat. The school ensures that they arrange for pupils to visit their own home colleges when preparing to leave, and this is beneficial. Although the Doncaster Deaf College is on site and open for integration and sharing ideas, the school has made little use of the facilities other than occasional pupil placements and visits for pupils to consider their future.

LEADERSHIP AND MANAGEMENT

The leadership of the interim manager is **satisfactory**. The governance of the school is **unsatisfactory**. The effectiveness of leadership and management is **unsatisfactory**.

Main strengths and weaknesses

- Following the recent appointment of the interim manager, there have been improvements to leadership and management.
- The failure of the governing body and senior managers to improve major areas of concern identified by the previous inspection has resulted in an unsatisfactory education for pupils.
- The school's ability to improve is restricted by the lack of accurate systems to help it evaluate the quality of its work.
- The school has not kept abreast with current developments for deaf pupils.

Commentary

34. Unsatisfactory leadership and management over the years have resulted in serious deficiencies in the quality of education provided by the school. The inspection closely followed the recent retirement of the headteacher, who the Board of Trustees replaced with an interim manager, contracted for a fixed period. He has taken decisive action to address urgent priorities, namely to improve behaviour management, clarify senior management responsibilities and work with staff to create a new vision for the school. Importantly, the interim manager is discussing plans openly with staff and governors and is empowering them to make contributions. Early signs indicate that this approach is being received favourably.

35. The school has many difficulties to face. Although leadership and management were barely satisfactory at the previous inspection, they have deteriorated. Since then leadership has been complacent, and has lacked direction, despite a pressing need for the school to adapt to changing philosophies about the education of deaf pupils and adapt its role. Insufficient attention has been paid to ensuring the quality of teaching and learning and to making sure that pupils achieve as well as they are able. There is inconsistency in the way that important responsibilities are delegated and carried out. Curriculum management is unsatisfactory because the role of subject leaders is unsatisfactorily defined or implemented, especially with regard to responsibilities for checking the quality of teaching and learning and for ensuring a high standard of pupil achievement. Several subjects do not have leaders.

36. The governance of the school has not improved since the last inspection, despite being judged unsatisfactory at that time. Although it is generally supportive of the school, the governing body has not adequately addressed weaknesses identified previously. Until very recently, governors had a limited understanding of the performance of the school

and had contributed little to its improvement. They have relied too heavily upon the headteacher and have not challenged the quality of the curriculum and teaching and learning. The governing body has not met its statutory requirement to inform parents about the school, does not report on the success of its special educational needs policy or about the provision made for sex and relationships education. It also does not maintain an adequate check on the school's procedures for race equality, and race relations.

37. The school's Board of Trustees, on the other hand, faced with rising concern, have taken very decisive action shortly before this inspection by commissioning consultants to carry out a strategic review of the school. Upon the retirement of the headteacher they appointed the interim manager to begin to address the review findings. Following the resignation of a large number of governors in protest at the Trustees' intervention, the governing body is able to operate with a new chairman and replacement members are being recruited successfully.
38. School improvement has been hampered by unsatisfactory sources of information. Although previous inspection and consultant's reports provide a broad picture of what needs to be improved, the school does not have satisfactory internal systems that enable it to continuously evaluate how well it is doing. Assessment procedures, for example, are unsatisfactory because they do not produce reliable data about pupil achievement that can be analysed easily to indicate differences between groups of pupils or be used to identify strengths and weaknesses in curriculum provision. Similarly, the current arrangements to evaluate the quality of teaching and learning are unsatisfactory because they are carried out infrequently and because findings are not collated and analysed to identify areas for whole-school development. Until the appointment of the interim manager, plans for the school's improvement, such as a strategic plan in 2003 and the action plans following the previous inspection, have been unsuccessful. This is largely because of the failure of leaders to provide the leadership and management to galvanise the full support of the staff to implement them. Where changes have taken place, they have been planned for and carried out unsatisfactorily. For example, the decision to admit pupils with emotional and behavioural difficulties has not been matched with satisfactory training for staff or adequate procedures for dealing with incidents, with the result that unsatisfactory behaviour and an unsatisfactory number of pupils have been excluded from school.
39. Staff are unsure how to pursue their own professional development because they have not received satisfactory feedback from senior managers about the quality of their teaching. Although satisfactory training opportunities were made available, they were not accurately matched to the development needs of staff. A performance management programme takes place, it lacks purpose because it is not linked to a professional development plan that identifies the skills staff need in order to move the school forward. The unsatisfactory leadership and the uncertainty within the school has, until very recently, disillusioned staff, contributing to the previous difficulty in recruiting and retaining suitably qualified and experienced teachers. Currently, four teachers are employed temporarily through an agency including a newly qualified teacher and one teacher is unqualified. However, under the guidance of the interim manager, through publicising how the school intends to improve, the school is having success in recruiting permanent qualified and experienced teachers of the deaf.
40. An 'emergency improvement plan', produced by the interim manager, identifies key areas that need to be addressed. This very recently produced, well thought out, but incomplete plan is satisfactory in the present circumstances, to make a statement of

intent and get things moving. It is so recent that the plan has not been discussed sufficiently with all stakeholders to consolidate agreement with the new direction that it represents. Responsibilities for achieving each aspect of the plan are not defined clearly with details for instance, of the time limits for their completion. The greatest obstacle to its success is that the scope of the plan extends in time beyond the contract of the interim manager and this reduces its effectiveness in the implementation of improvements.

Financial information

Financial information for the year September 2003 to August 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|-----------|-------------------------------------|------------------|
| Total income | 1,751,000 | Balance from previous year | Nil ² |
| Total expenditure | 1,735,000 | Balance carried forward to the next | Nil |
| Expenditure per pupil | 42,317 | | |

41. Through not keeping pace with national developments in the education of deaf pupils, admissions have slowed, hampered by the school's lack of action in making improvements. Although there is a recent drive to clarify what the school can offer, and reverse the decline in numbers, the uncertainty about filling places is highlighting flaws in financial management. As fees have generally covered the ongoing costs of running the school, governors and senior managers have not had to face the reality of working within a limited budget, such as reducing costs to meet income. This year, predictions about pupil numbers have been inaccurate and the school faces a significant budget shortfall. The board of trustees encourages unsatisfactory financial management by underwriting the school's overspends rather than expecting them to be repaid in future years. However they are now setting a time-scale for the school to balance the budget. The new governing body is beginning to take satisfactory steps towards reducing some unnecessary spending, for example, by commissioning energy consultants with a view to reducing heating costs.

WORK RELATED LEARNING (WRL).

Provision for work related learning is **satisfactory**.

Main strengths and weaknesses

- Pupils benefit from participation with the community.
- Pupils have good opportunities to develop attitudes valued in the work place.
- There is no curriculum leader for WRL to lead the required improvements.

Commentary

42. Opportunities to work within the community have been a focus of WRL. In Years 10 and 11, pupils have been working with local schools on 'The Big Splash', a community project associated with the waterways. This has given them 'real life' learning opportunities and experiences at a range of locations and through a variety of activities. One aspect of the 'Sobriety' barge project based at Goole Docks is for pupils to work

² The school does not carry forward balances to the next financial year.

together to restore a towpath and develop it to provide wheelchair access. Photographs show pupils with those from other schools in a drama production to raise awareness of the waterways. Pupils have increased their knowledge about how a large business organisation runs by looking at the management of a cinema through visiting a cinema, designing logos, handling E-mail, choosing a location for a new cinema and managing a budget.

43. The ASDAN Award programmes provide a few pupils in Years 10 and 11 with a wide range of learning experiences that begin to develop their life skills and attitudes to life after school. Pupils enjoy shopping for the ingredients needed for their food technology lesson. They have visited a range of supermarkets in order to compare prices and the quality of food as part of learning 'living skills'. Trips to the supermarket have been linked with an environmental project, raising awareness about the value of re-cycling of paper and aluminium cans and growing their own vegetables.
44. The school arranges work experience for pupils in Years 10 and 11. The range of placements is varied and planned to suit the pupils' interests. Photographs show pupils' enjoying their work in the local library, a veterinary surgeon, supermarkets, and the RSPCA. Following work experience, pupils receive a report by the employers and are awarded an AQA³ unit of achievement certificate identifying the skills they have experienced and acquired during the placement.
45. The school is providing a range of appropriate learning experiences for WRL. There is little long and medium term planning and assessment for this area of work and no leader to co-ordinate work across the school to make suitable links with for instance, the 14-19 curriculum and PSHE and citizenship education or ensure further development.

³ *Assessment and qualifications alliance.*

PART C: THE QUALITY OF EDUCATION IN SUBJECTS.

SUBJECTS IN KEY STAGES 2, 3, and 4.

ENGLISH

Four lessons were observed, pupils work was examined, and, in the absence of a subject leader, discussions were held with the interim manager.

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils make satisfactory progress in communication.
- There is not a strong enough emphasis on developing pupils' skills in reading and writing.
- Learning opportunities are not sufficiently well planned.
- There is no clear plan for improvements and insufficient monitoring of teaching and learning.
- Literacy across the curriculum is unsatisfactory.

Commentary

46. Achievement in English is unsatisfactory. However, overall, pupils make satisfactory progress in developing their skills in communication in spite of significant weaknesses in the way that this is taught. Pupils are coached by deaf teaching assistants for their CACDP⁴ Stage One BSL certificate in signing, but there is no other recognised accreditation opportunity available to pupils in English other than the Entry Level Certificate in drama or through AQA units of accreditation.

47. The strategies followed by the school for teaching deaf pupils are not implemented consistently and this results in pupils making less progress than they should. The school is beginning to establish clearer and more consistently implemented protocols but staff do not make sure that they are constantly promoting the development of vocabulary or an understanding of the grammar of English. There are too many variations in the use of signing and voice and adults often talk about pupils without signing to them what is being said. Pupils are often keen to share their ideas and to answer questions but in many lessons they are not encouraged to pay attention to the contributions of others and because of this, they miss out on opportunities to develop their ideas.

48. Teachers provide too few examples of speech in a way that helps pupils to understand the complexities of the English language. They do not always make it clear what the lesson outcomes will be or spend time at the end of lessons checking what pupils have learned. Lessons often lack pace and are not always sufficiently interesting. However, in a good lesson for pupils in Year 9 based around the book, 'The Goal,' the teacher signed well, the pace was lively and the story interested pupils because of the effective use of the video version of the story. Pupils were keen to share their ideas and to discuss what they had seen. The teacher had high expectations and insisted that pupils

⁴ Council for the Advancement of Communication with Deaf People.

listened carefully to each other, taking turns and paying attention. This resulted in effective learning, with pupils able to build successfully on each other's contributions.

49. Pupils' progress in reading and writing is unsatisfactory. The school uses an appropriate published reading scheme for younger pupils and there are suitable opportunities for pupils to study books such as 'Lord of the Flies', 'Kes' and classics such as 'Jane Eyre'. There has been no improvement in this area since the last inspection because the language structure required for the work in English is not always taught effectively. However, in the better lessons seen during the inspection, for example, in a Year 11 lesson about a previous visit to a historic house, the teacher was insistent that sentences were signed correctly and written in English. In some lessons there is a good emphasis on checking pupils understanding of vocabulary with opportunities provided for them to learn new signs and word definitions however, this is inconsistent overall.
50. Despite teaching being occasionally good, teaching and learning are unsatisfactory overall. Teachers do not have enough, accurate, assessment information about pupils' understanding, to plan work for them, which provides sufficient challenge and promotes achievement. Consequently, over time, pupils do not make enough progress. The marking of pupils' work is unsatisfactory. Teachers write notes on pupils' samples of work but these are not always dated and there are few comments explaining to pupils what they need to do to improve further. Teachers do not demonstrate a good understanding of how to meet the very wide range of special needs presented by a diverse pupil population.
51. Leadership and management are unsatisfactory. The subject leader left in January 2005 and a temporary replacement is currently on long term sick leave. There is evidence that planning has been monitored in the past but currently, teachers are without guidance. This is leading to pupils being presented with learning opportunities that are sometimes disconnected from what they learned previously. There is no overall plan for English which details what will be taught and teachers do not make use of national advice such as the National Literacy Strategy to guide their planning. There is a subject policy but this is not being implemented consistently. The interim manager has begun discussing with staff, alternative philosophies, and methodologies for teaching the deaf, which reflect current thinking. This is a positive start.

Language and literacy across the curriculum

52. Opportunities for developing pupils' literacy skills through other subjects are unsatisfactory. There is no overall plan or rationale for how teachers will ensure that they extend pupils' vocabulary and optimise their opportunities to use and develop their communication and understanding of written English throughout the curriculum and the day.

MATHEMATICS

Five lessons were seen in mathematics, pupils' work scrutinised and discussions held with staff.

Provision in mathematics is **good**.

Main strengths and weaknesses

- A good plan for what pupils will learn enables them to make progress at their own pace.
- Good communication support has a positive impact on pupils' achievement.

- Teachers ensure that they meet the individual learning needs of the pupils.
- Lack of sufficient checking of teaching and learning hinders further improvement and better support for staff.

Commentary

53. The provision in mathematics has improved since the last inspection. The achievement of pupils in all aspects of mathematics is good. Work in the subject is planned from a very good curriculum framework that enables pupils to make progress as they move through the school. The curriculum is based upon, and has good links to, the National Numeracy Strategy and the National Curriculum programmes of study. There is good use of two commercial mathematics programmes, each with built-in ongoing assessment activities. This enables pupils' achievement to be tracked very accurately and difficulties to be identified quickly.

54. The teaching of mathematics is good, because pupils receive tasks that match their individual need and, as a consequence, provide just the right amount of challenge. This is achieved either by pupils working on different sections of the mathematics programme, or by teachers allocating different tasks to pupils after introducing the main theme to the whole group. This individualised approach is aided by good staffing levels, which enable class groups to be very small.

55. In the majority of lessons, where teachers are experienced in the teaching of deaf children, good attention is paid to meeting the communication needs of the pupils, by explaining processes very clearly using signing, and by the production of very clearly set out worksheets and other visual aids. The support provided for pupils as they attend to their tasks is good because it sensitively, enables them to be as independent as possible. A consequence of the effective planning, is the good behaviour evident in lessons as pupils proceed with their work showing interest and responding well to encouragement.

56. The subject is led and managed well. The subject leader has worked hard to develop the overall plan for what pupils will learn in the subject and offers good support to other members of staff by discussing their own planning. Pupils in Years 10 and 11 transfer successfully from the mathematics scheme on to lessons in a satisfactory range of courses that lead to nationally recognised qualifications. However, there is a lack of formal lesson observations from the leader and senior staff and this fails to help to move the subject on further for instance, to help those members of staff who have limited experience of deaf education. Resources are good and ICT is used satisfactorily, with appropriate opportunities to use software programmes planned into the curriculum.

Mathematics across the curriculum

57. There are satisfactory opportunities for pupils to use their numeracy skills in other subjects, but these arise informally rather than as the result of careful planning. For example, to measure when designing and making in design and technology and for recording data in science experiments.

SCIENCE

Four lessons were seen, pupils' work scrutinised and discussions held with staff.

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Weaknesses in assessment means that planning is not sufficiently detailed to meet the wide range of ability and needs in each group.
- Pupils enjoy the practical aspects of science and respond well to learning in this way.
- The absence of a subject leader hampers improvements.
- Pupils benefit from receiving lessons in a well-designed science laboratory.

Commentary

58. Achievement is unsatisfactory and standards have declined since the last inspection. Teachers cannot ensure that pupils make the progress they are capable of because there are no formal systems for assessment in place. Individual education plan targets are not used to inform teachers' planning. As a result, not all pupils' individual needs identified in their statements are being met. Planning of the curriculum and the organisation of groups are not sufficiently effective in maximising all pupils' potential by raising the level of their skills and understanding of science as they move through the school. Pupils in Years 10 and 11 work towards Entry Level certificates. However, the weaknesses in the curriculum and low expectations prior to Year 11 mean that many of these pupils are unable to achieve at a high enough level.

59. Pupils are interested in science lessons and their attitudes and behaviour are at least satisfactory. As a result, they behave sensibly in the laboratory, and treat equipment carefully. Pupils can work independently, but they have few opportunities for collaborative work. A narrow range of teaching and learning strategies and limited use of ICT means that opportunities are missed to encourage pupils to work more independently.

60. Teaching in science is occasionally good but unsatisfactory overall. Over time, pupils' scientific skills have not been developed systematically and as a result there are gaps in their learning. Pupils are currently developing, and in several cases only consolidating, their skills in using scientific equipment.

61. Under the direction of the temporary teacher, pupils in Years 7 to 11 are beginning to make observations, record their investigations and plan for practical experiments in a structured way. For instance, they are encouraged to carry out a risk assessment before starting any science experiment. They are beginning to appreciate the need to be systematic for example, in a lesson when Bunsen burners were going to be used, one pupil reminded the teacher that they would need goggles, demonstrating his growing understanding of safe practice.

62. Improvements in the subject since the last inspection are unsatisfactory. Leadership and management are unsatisfactory since there is no subject leader. Although planning should be based on the National Curriculum for Years 7 to 9, the school does not have a scheme of work or plan for teachers to follow. Therefore the school cannot ensure that all pupils consistently cover the skills, knowledge and understanding required, particularly since several classes are composed of pupils of mixed years and key stages and there is often a wide range of need and ability in one class. The weaknesses in assessment means that the school cannot evaluate how much pupils are learning and whether they are achieving as well as they can. Resources are satisfactory. The

accommodation for pupils in Years 7 to 11 ensures that pupils can participate regularly in science experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

Three discrete ICT lessons were seen, ICT was observed in other subjects, pupils' work scrutinised and discussions held with staff.

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils are motivated to achieve well in ICT lessons because they are encouraged to work independently.
- Specialist teaching provides interesting and challenging lessons.
- ICT successfully helps pupils to learn in other subjects.

Commentary

63. There has been good improvement in ICT since the previous inspection. The subject is well liked by the pupils, who are very motivated to succeed. The achievements of pupils are good. Pupils in Years 10 and 11 produce very good portfolios of work for courses that lead to nationally recognised qualifications. In Years 3 to 5, pupils learn basic skills by using computers to aid their learning across the curriculum. In Years 7 to 11, pupils use their skills in the subject to engage in a range of taxing topics. During the inspection, for example, pupils in Year 8 undertook a commission to design a logo for a swimming club. They are able to do this with confidence, including making prototype badges, with only minimal support from the teacher.

64. All classes are taught in specialist ICT lessons, all but one of them by the subject leader. The quality of teaching and learning is good, with some very good teaching evident. Tasks and processes are explained very well. Explanations and instructions are supported effectively by signing and pupils are taught carefully subject-specific vocabulary. Good opportunities are taken, wherever possible, to extend the pupils' use of signing. Expectations are high and very good efforts are made to enable pupils to work as independently as possible. Projects are chosen for their relevance to the real world or to topics being covered in other lessons. There is a good emphasis on visual presentations, using pictures, graphic material, and text.

65. Pupils enjoy their ICT lessons and are encouraged to succeed, mainly by the demanding nature of the tasks and because of the age-appropriate way that they are presented to pupils. Pupils behave well in lessons, show interest in each other's work and help each other to overcome difficulties.

66. The subject leader has developed provision well. There is a good curriculum, adapted from the National Curriculum programmes of study that is relevant and interesting to the pupils. There is planning for how pupils will make progress as they move through the school and assessments are carried out frequently. The subject has good resources, soon to be improved by the purchase of 'interactive whiteboards'. The subject leader provides good advice, support, and training to other staff, so that they can use ICT in their own subject lessons.

Information and communication technology across the curriculum

67. Good use is made of ICT to support learning in other subjects. Pupils' files show that they use the Internet to search for information and to find materials such as photographs and illustrations for their work. They use computers to display and share their projects in geography and history. Pupils in Years 3 to 5 use a computer to follow a new story book, linked to their own about the 'Three Little Pigs.' Best copies of written English work are produced using a word processor.

HUMANITIES

Three lessons were observed in religious education. No lessons were observed in history and two in geography. Pupils' work was scrutinised and discussions held with staff and pupils for all subjects. Judgements are not made for history and geography.

68. In **history** during Years 3 to 5, pupils learn about events in the past and about the passage of time through their daily routines. They develop their historical understanding through work on the Celts, Romans, and Victorians. To increase pupils' awareness of how life was in the past, they visited Cusworth Hall where they dressed as Victorians and handled Victorian artefacts, books and photographs. Pupils in Years 7 to 9 learn about slavery in the Americas. They are familiar with some of the significant events in British history, such as the Second World War and write about what they think it would have been like to be evacuated from the city to the countryside.

69. There is no subject leader for history or overall plan outlining what pupils will learn in history during their time in school. This does not provide a secure basis for pupils to extend their knowledge of past events or ensure that there is not unnecessary repetition of the same periods in history.

70. The curriculum for **geography** provides pupils with the opportunity to learn about the world around them. Through topic work, pupils in Years 3 to 5 learn about the school environment and compare this with a seaside town. In Years 7 to 9, pupils are developing their skills in map work and their knowledge about the causes of volcanoes and earthquakes. They study London and on a residential trip visited Big Ben and the Royal Albert Hall, travelled on the underground network and went to the theatre. In Years 10 and 11 pupils consolidate their basic geographical skills as part of the AQA unit award scheme. The school has no subject leader for geography or overall planning to show what pupils will be taught. Consequently, like history, work in geography does not guarantee progress over time.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education is now provided for pupils of all ages.
- Pupils are confused because of uncertainties about the role of interpreters in lessons.
- There is no leadership and management for the subject.

Commentary

71. The provision for religious education has improved upon the unsatisfactory position at the time of the last inspection. Pupils make satisfactory progress in developing

understanding of the traditions, festivals and practices of all the major faiths. Teachers hold discussions with appropriate sensitivity although they do not always insist that pupils listen to each other when ideas are presented. This limits pupils' opportunities to learn from each other's contributions.

72. Teaching and learning are satisfactory. Pupils in Years 3 to 5 have studied Jewish religious festivals. They can remember the names of many associated artefacts. In lessons where teaching is through an interpreter these discussions may be disjointed because the protocols about interpreting are unclear. As a result, pupils tend to build a relationship during the lesson with the interpreter rather than the teacher. Pupils in Year 9 are studying 'special places' and religious symbols such as the cross and fish. Pupils ask pertinent questions and are interested to know about Jesus dying on the cross. However, the difficulties caused by communication means that pupils do not fully understand the lesson since they receive both the views of the teacher and the interpreter about the meaning of symbols.
73. Leadership and management of religious education are unsatisfactory. Although the subject is now taught to all pupils and the agreed syllabus has been implemented, there is no clear direction for subject development and the quality of what is being taught and learned has not been monitored. Teachers make appropriate use of visits and visitors to extend pupils learning but opportunities are inconsistent and not part of an overall plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson each of art and design, design and technology and music were observed and judgements are not made about the subjects. Four full or part lessons were observed in physical education. Pupils work was examined and discussions held with staff.

74. Pupils of all ages are provided with a suitable range of learning opportunities in **art and design**. They study the work of artists such as Picasso and Klimt and the art of different cultures, for example, the work of Aboriginal artists. Pupils work in a wide range of media including textiles. The school offers GCSE accreditation for pupils in Years 10 and 11 and four pupils obtained certificates last year. Leadership is satisfactory and the subject benefits for specialist accommodation.
75. Pupils are currently receiving lessons in **design and technology** in the well-equipped workshop, from a temporary teacher. Although there is not an overall plan for what pupils will learn throughout their time in school especially in view of changes in staff, the teacher has provided a suitable range of activities for pupils. Planning is better for pupils from Year 10 since they follow work in designing and making that leads to them gaining Entry Level certificates. In a lesson for pupils in Years 8 and 9, although staffing is generous, weaknesses in staff communication skills reduce the effectiveness of explanations and hence pupils' progress. Most pupils have lessons in **food technology** in a very good room. Pupils have regular opportunities to evaluate food and to learn to make meals. They develop an interest in the subject and several have progressed to study catering and have gained employment this way. There is not a subject leader for design and technology.
76. The school does not meet statutory requirements for **music** because not all pupils up to the end of Year 9 study music. This is largely the same as was the case at the last inspection when provision was unsatisfactory. There is no subject leader or suitable plan for what pupils should learn during their time in school. In a satisfactory lesson observed, pupils in Years 3 to 5 helped the teacher to find new rhymes as they sang a

song in a lesson linked to their reading of the 'Three little pigs' in English. A visiting musician provided keyboard accompaniment as pupils sang and developed simple dance movements to accompany their song. However, pupils do not receive individual support in hearing music according to their different hearing losses. There are occasional visits to school from professional musicians and the celebration of Christian festivals provides opportunities for pupils to participate in singing and playing musical instruments. The music room is good and there is a good number of musical instruments.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Lack of planning limits pupils' achievement.
- Pupils respond well to the teacher's skill and enthusiasm.
- The school has impressive facilities for physical education including swimming.
- The subject is without leadership to take it forward.

Commentary

77. Teaching and learning are satisfactory. However, the lack of systematic planning for what pupils will learn as they move through the school does not ensure that they follow a balanced course. This has led to an over-reliance in the recent past on pupils playing football. However, the temporary teacher has made a good start to widen the course and pupils now benefit from gymnastics matched to their abilities.

78. Physical education lessons are popular with pupils. This means that pupils are usually keen to participate. In Years 7 to 9, pupils received interesting activities in a lesson to build up athletic strength. They worked hard and sustained their effort in running and improving fitness in the very good sports hall. Their behaviour was good and the teacher's participation, example, and encouragement were significantly positive factors in this. Although teaching assistants provide valuable support at times for instance, with communication, or in providing swimming instruction, their part in the lesson is not fully planned for. For instance, they are not always dressed appropriately to participate with the pupils and so fully support the teacher.

79. The school hall provides well for small groups to participate in gymnastics. Since the apparatus was set up before a lesson for pupils in Years 3 to 5, the teacher was able to gain their attention well to demonstrate effectively different ideas for pupils to climb upon and move along large gymnastic equipment. Pupils in Years 3 to 5 developed ways of moving such as walking or crawling one at a time supported by the teacher. This ensured that pupils felt confident and knew how they could develop their movements. However, the arrangements meant that time was lost as others waited for their turn and behaviour began to deteriorate.

80. Pupils have good opportunities to play games and participate in sport and athletics with other schools. Regular opportunities to swim means that pupils achieve well in local and area competitions. However, the lack of sufficient planning and assessment means that overall pupils do not progress as well as they could and achievement is not better than satisfactory. Leadership is unsatisfactory and there is not a subject development plan to guide improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One discrete lesson and two associated lessons were seen, form periods, and assemblies observed, pupils' work was scrutinised and discussions held with pupils and staff.

Provision in personal, social, and health education (PSHE) and citizenship is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' unsatisfactory relationships with each other and towards staff adversely affect the development of skills.
- The subject does not have a sufficient impact on developing pupils' personal and social skills.
- The quality of support and relationships in the residence helps pupils to grow in confidence and develop good personal and social skills.
- There are missed opportunities to develop pupils' skills in PSHE and citizenship.

Commentary

81. Although some pupils progress well in their confidence and willingness to communicate and relate to others throughout the school, a significant number of pupils show a lack of respect and consideration for the feelings of other pupils and staff. In lessons in PSHE, and at other times such as, in form periods, teachers do not plan sufficiently well for pupils to realise that their actions can affect themselves and others. The lack of opportunities for pupils to take responsibility and the unsuccessful approach the school has taken to encourage pupils to develop respect and concern for others contributes to pupils unsatisfactory achievement in personal, social and citizenship education.

82. PSHE and citizenship are an integral part of the residential provision. A strong emphasis is placed on guiding pupils' personal and social development in preparation for life after school. Pupils learn the basic rules for keeping healthy, eating sensible foods, maintaining their own hygiene, staying safe and learning how to share and help others. They enjoy family meal times. A small area is set aside in the school canteen for the staff and pupils, which allows for a more informal and intimate atmosphere. There are high expectations for behaviour and good manners. Older pupils are given road safety training, which enables them to be more independent during their leisure time.

83. There are occasional good examples of pupils receiving experiences to develop their understanding of citizenship for instance, through being involved in community projects, which include fund raising for the Macmillan cancer charity. Links with other schools and the ASDAN Award provide them with a few opportunities to develop their independence and personal and social skills through a range of learning experiences out of the school environment.

84. Leadership and management are unsatisfactory. At present there is no subject leader for the subject to ensure that it is being planned for and taught in a way that enables pupils to move forward in their personal and social skills. The school does not have a suitable plan to make the best of the links between PSHE, citizenship, careers education, and WRL in a way that will enhance pupils' learning. There is not an effective system for recording pupils' achievements in order to measure their progress.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 5 |
| How inclusive the school is | 5 |
| How the school's effectiveness has changed since its last inspection | 6 |
| Value for money provided by the school | 5 |
| Overall standards achieved | 5 |
| Pupils' achievement | 5 |
| Pupils' attitudes, values and other personal qualities | 5 |
| Attendance | 4 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 5 |
| Pupils' spiritual, moral, social and cultural development | 5 |
| The quality of education provided by the school | 5 |
| The quality of teaching | 5 |
| How well pupils learn | 5 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils' needs | 5 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 4 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 5 |
| The governance of the school | 5 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 5 |
| The effectiveness of management | 5 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).